UNIT - 1

Normative Vision Of Indian Education:

INDIAN CONSTITUTION

Constitution → A constitution is a written document that contains a set of rules for a government.

→ It defines the fundamental political principles and establishing the structure, procedures, powers and duties, of a government.

→ The constitution of India is the world's longhiest written constitution with articles — 395 and Schedules = 8.

→ The Indian constitution was drafted by a committee appointed by constituent assembly with the chairmanship of B.R.Ambedkar.

→ On 26th ~~Jan~~ Nov 1949 - The new constitution was adopted and signed by the president Dr. Rajendra Prasad.

→ The constituent assembly had been elected for undivided India and held its first sitting on 9th Dec. 1946, re-assembled on the 14th Aug 1947.

→ Sources of The Indian Constitution :-

UK - Single Citizenship, Parliamentary Government ...

USA - Written Constitution, Fundamental Rights, Supreime Court, Preamble

USSR - Fundamental Duties

Australia - Joint Sitting on the Preamble.

Germany - Suspension of Fundamental Rights during the Emergency.

France - Republic & the ideals of Liberty, equality & Fraternity.

S. A - Procedure for amendment of the constitution, Election of members of Rajya Sabha.

Canada - Federalism

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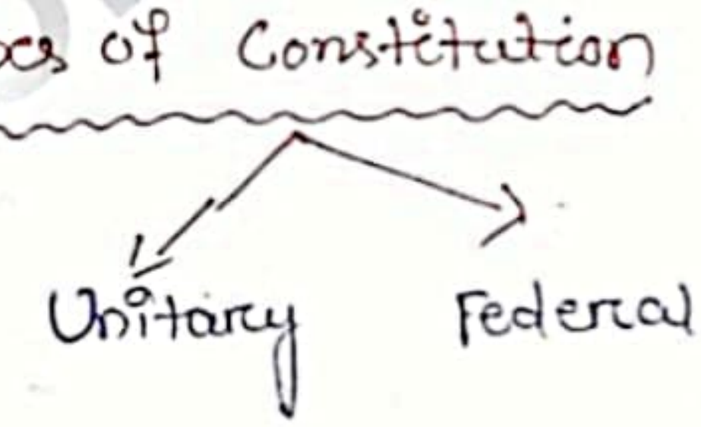
Main Features :-

→ Bulkiest written constitution in the World.
→ Combination of Rejidity and Flexibility.
→ Parliamentary System of government.
→ Federal System with a Unitary ~~basis~~ bias.
→ Fundamental rights and duties.
→ Directive Principles of State Policy.
→ Integrated and Independent judiciary.
→ Single citizenship.
→ Emergency power/Provisions.
→ Universal Adult Franchise

Types of Constitution



Centre & State Relation

Indian Federal System is quasi-federal.

Centre - State Relation are as follows:

(a) Legislative relationship between centre and state

Three List of Legislative Items

→ 100 Sub. - 1. Union List - Defence of India, Atomic Energy, Railways.
→ 61 Sub - 2. State List - Local Govt, Public health etc.
→ 52 Sub - 3. Concurrent List -

(b) Residuary power with the Union :-

→ All the subject and power are divided into three lists. But there may be some subjects who might not have been included in any of the above list.
→ In India Residuary powers are left to the Union.

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(c) Power of Parliament to legislate on State list in the National Intrest

→ The Union can pass law on any of the subjects of the state lists, if Rajya Sabha passes a resolution, supported by a majority 2/3rd members, the parliament should make a law on the subject.

(d) National Emergency :-

In case of emergency the Indian constitution became unitary.

(e) International Treaties & Agreements :-

The parliament has power to make laws on any of the subjects included in the state list to implement any international treaty.

(f) During president's rule :-

In case of the failuer of constitutional mechinary in the state, The president may declare that the power of the legislature of the state shall be exercisable under the authority of the parliament.

(g) Power of Parliament to legislate on Union Territories :-

The distribution of legislative and executive power does not apply to the Union Territories, for which, the parliament is empowered to ~~legislative~~ legislate on any subject included in all the three list

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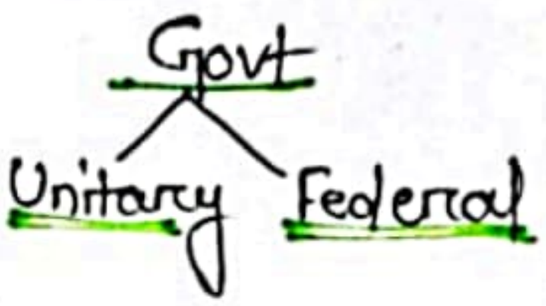
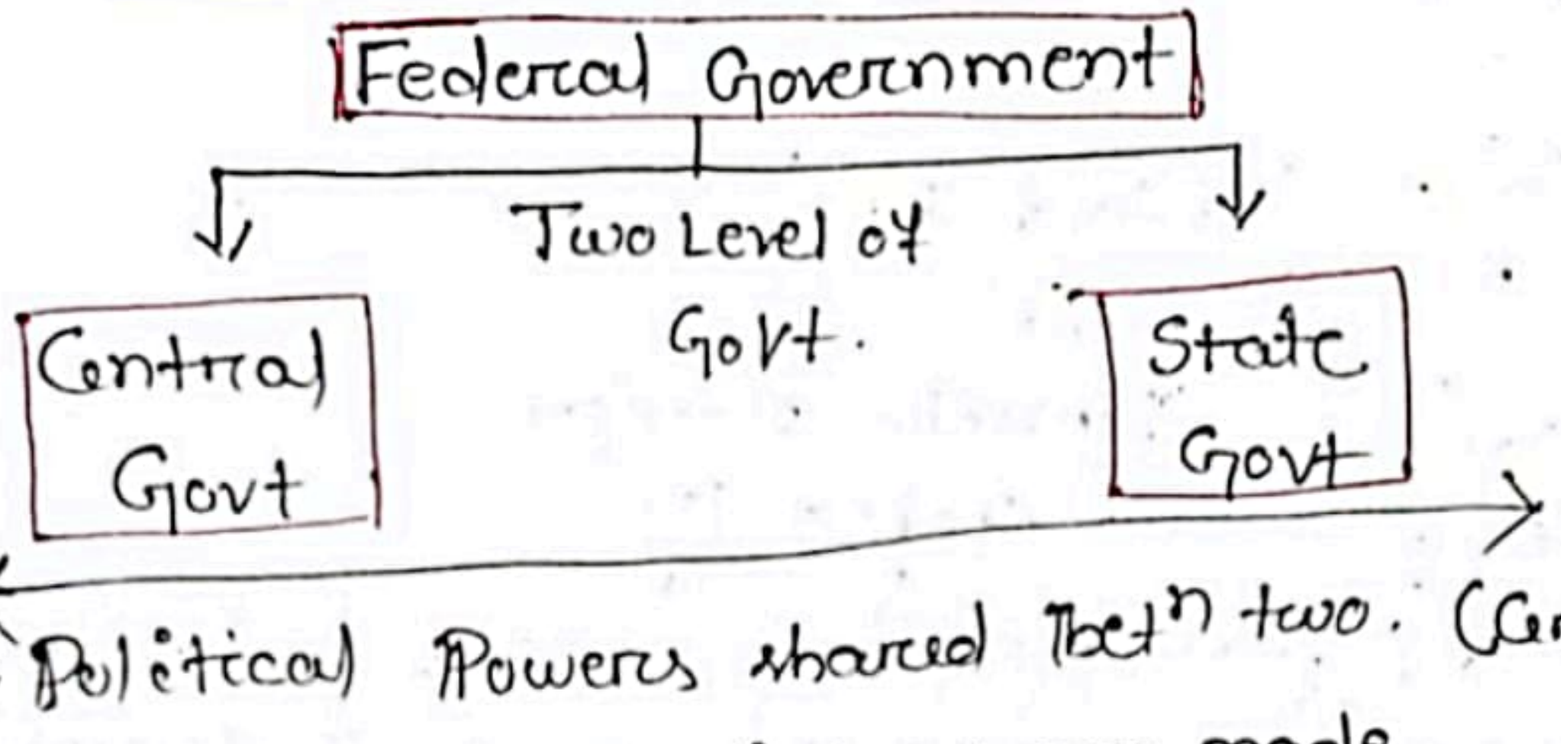
FEDERAL STRUCTURE





→ Political Powers shared bet^n two. (Centre has more powers) in India

→ Different types of laws are made.

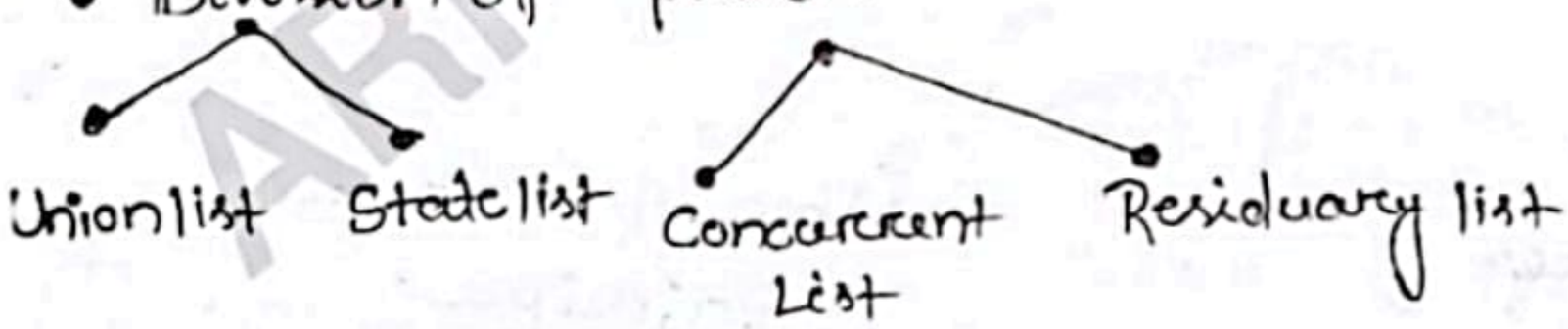
→ Constitution is rigid & codified. Supremacy of the constitution is noticed.

→ Independent and interdependent judiciary is found.

→ Bicameral legislature is another importance.

Federal Features of The Indian Constitution

- Dual Polity
- Division of powers



- Written Constitution
- Rigid as well as flexible constitution.

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Fundamental Rights

There are 7 categories of fundamental Rights.

① Right to Equality — 14 - 18

② Right to Freedom — 19 - 22

③ Right against Exploitation — 23 - 24

④ Right to Freedom of Religion — 25 - 28

⑤ Right - Cultural & Educational — 29 - 30

⑥ Right to Property — 31

⑦ Right to Constitutional Remedies — 32

① Right to equality :- (14-18)

14 - Equality before law

15 - Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.

16 - Equality of opperetunity in matters of public employment.

17 - Abolition of Untouchability

18 - Abolition of titels

② Right to Freedom :- (19-22)

19 - Protection of certain rights (speech, expression, to form associations / unions)

20 - Protection in respect of conviction for offenses

21 - Protection life & personal liberty

21(A) - Right to education

22 - Protection against arrest & detention in certain cases.

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③ Right against exploitation :- (23-24)

23 :- Prohibition of traffic in human beings & forced labour

24 :- Prohibition of employment of children in factories, mines (below 14)

④ Right to freedom of Religion (25-28) :-

25 :- Freedom of conscience & free profession, practice and propagation of religion.

26 :- Freedom to manage religious affairs

27 :- Freedom as to payment of taxes for promotion of any particular religion.

28 :- Freedom as to attendance at religious instruction or religious worship in certain educational institution.

⑤ Cultural & Educational Right (29-30)

29 :- Protection of interest of minorities

30 - Right of minorities to establish and administer educational institutions.

⑦ Right to Constitutional Remedies : (32)

32 - Remedies for enforcement of rights conferred by this part.

(A person can move to Supreme court if he/she wants to get their fundamental rights protected)

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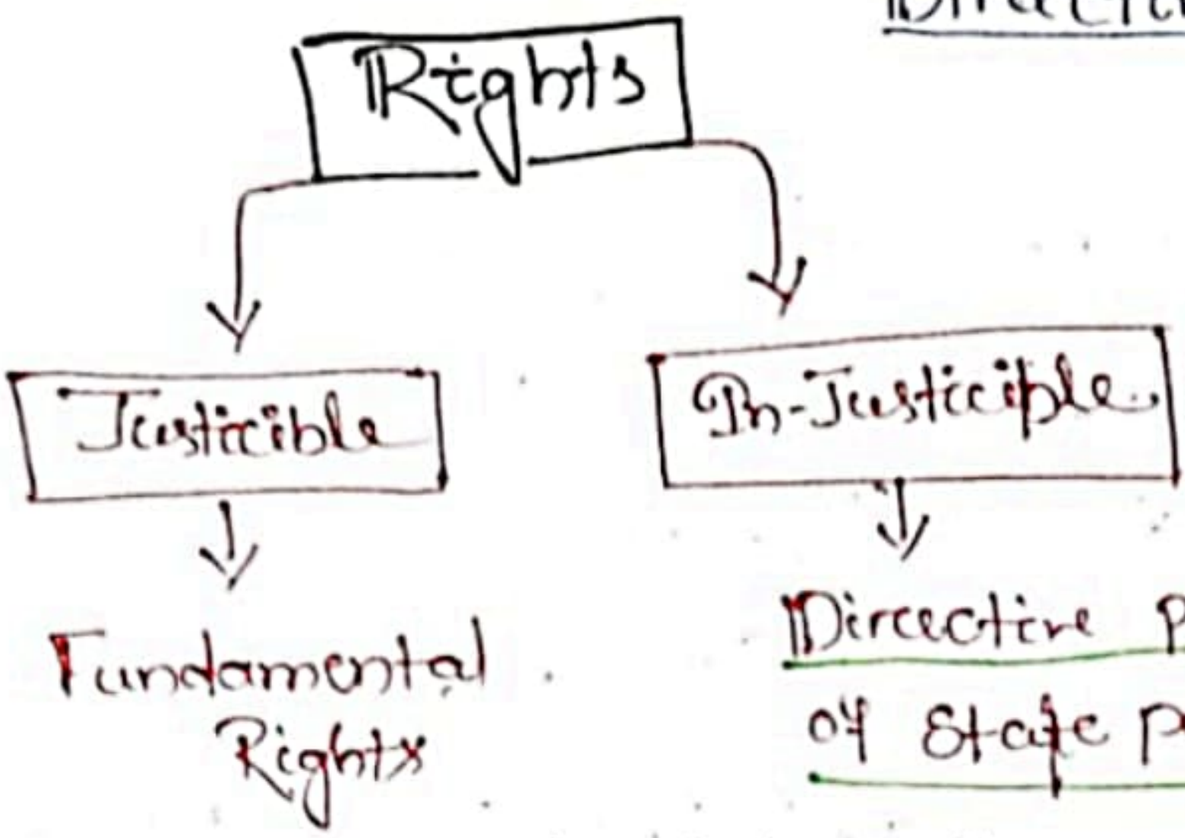
Directive Principle of State Policy



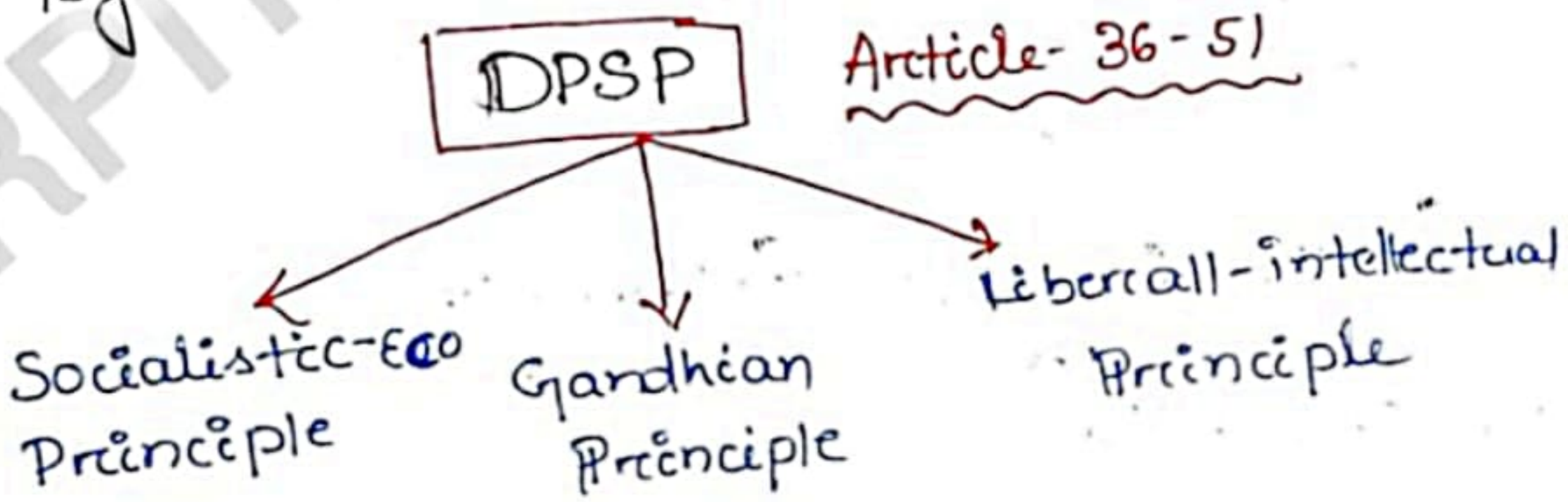
* Directive principle of state policy are 'ideals which are meant to be kept in mind by the state when it formulate policies & enact laws.

* There are various definitions to Directive principles of states which are given below.

① It enumerated in the Govt of India Act 1935.

② It seek to establish economic & social Democracy in the country.

③ These are ideals which are not legally enforceable by the courts.



Article-38 → Promote the welfare of the people by securing a social order through Justice - (Social, Economic & political)

Article-39 → Secure citizens :-

- Right to adequate means of livelihood.
- Equal work, equal pay.
- Healthy development of children.

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Article - 39(A) → Promote equal justice & free legal aid to poor.

Article - 41 → In cases of unemployment, old age, sickness and disablement, secure citizen:

- Right to work
- Right to Education
- Right to public assistance.

Article - 42 → Human Conditions → Maternity relif

Article - 43 → A decent standard of living & socio - cultural opportunity

Article - 43 A → Secure the participation of workers in management industry.

Article - 47 → Raise the level of nutrition & the standard of living people & improve public health.

Article - 48 → Prohibit the slaughter of cows, calves & improve their breeds.

Article - 49 → Protect monuments, places & objects of artistic or historic intrest which are declared to be of national importance.

Article - 50 → Separate the judiciary from the executive public services of the state.

Article - 51 → Promote international peace, relationship, laws & security.

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Preamble of the constitution :- The ideals ?

The constitution of India was framed by a constituent Assembly. This assembly was an indirectly elected body.

- It had laid down certain ideals to be included in the constitution. These ideals included commitment to democracy, guarantee to all the people of India justice, equality & freedom.
- It had also proclaimed that, India will be a Sovereign Democratic republic.
- The constitution of India begins with a Preamble.
- The preamble contains the ideals, objectives and basic principles of the constitution. The salient features of the constitution have evolved directly and indirectly from these objectives ~~with~~ which as How from the Preamble.

The preamble is an Introduction or preface of a book As an Introduction, it is not a part of the content but it explains the purposes and objectives with which the document has been written. So, In the case Preamble provides the guide line of the Indian Constitution.

Sovereign

The Word "Sovereign" implies that India is neither a dependency nor a dominion of any other nation, but an independent state.

There is no authority above it, and it is free to conduct its own affairs (both internal & external).

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- Through 9n 1949, India is declared as the continuation of there full membership of the common-wealth of Nations and accepted as the British crown as the head of the commonwealth, But this is an external - constitutional declaration which can not affect India's sovereignty 9n any manner.
- India is internally and externally sovereign - externally free from the controll of any powers and internally free from any governmental boundries of any other country.
- India has free government which is directly elected by the people and makes laws that govern the people.
- India's membership with United Nations does not impose any limination on there sovereignty.

Hence The Term could also be Understood in four different way

1) Demestic Sovereignity :- It is the actual control of movement over a state exercised by an authority organized with in this state.

2) Independence Sovereignity :- It is the actual control of movement across state's boarders, assuming the bordest exist.

3) International legal Sovereignity :- It is a formal recognization of other Sovereign country.

4) Westphalian Sovereignity :- This is the principle of international law that each nation state has sovereignty over its territory & domestic affairs, to the exclusion of all external powers on the principles of non-interference in another country's domestic affair

Democratic & Secular Polity

→ The term 'democracy' is derived from 2 Greek words, namely 'Demos' & 'kratia' meaning 'People' & 'rule' respectively.

→ Democracy is as a "system of govt in which all the people of a state or polity are involved in making decisions about its affairs typically by voting to elect representatives to a parliament or similar assembly".

Democracy

Direct Democracy

Indirect democracy.

→ There are 4 devices of direct democracy.

Referendum

Plebicite

Recall

Initiative

1. Referendum – A general vote by the electorate on a single political question that has been referred to them for a direct decision.

2. Plebicite – The direct vote of all the members of an electorate on an important public question such as a change in constitution.

3. Recall – Recall is a power reserved to the voters that allows the voters, by petition, to demand the removal of an elected official.

4. Initiative – The right of initiative is the constitutionally defined power to propose a new law (bill) in a legislature.

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→ The term 'Secular' too was added by the '42nd Constitutional Amendment Act of 1976.

→ Constitution-makers wanted to establish such a state and accordingly Articles 25 to 28 (guaranteeing the fundamental right to freedom of religion) have been included in the constitution.

→ Indian government are not affiliated with any religious faith / body so it is called secular.

Liberty, Equality & Fraternity

→ 'Liberty' means the absence of restraint on the activities of individuals, and at the same time, providing opportunities for the development of individual personality.

→ The Preamble secures to all citizens of India liberty of thought, expression, belief, faith & worship through their fundamental rights.

→ The ideals of liberty, equality & fraternity was taken from the French Revolution (1789-1799).

→ 'Equality' means the absence of special previlages to any section of the society, and the provision of adequate opportunities for all individuals without any discrimination.

The preamble declares Equality as the 3rd objective of the constitution. Equality means 2 basic things.

① Equality before law (Article -14) - means all citizens are equal before law.

② Equality of opportunity (Article-16) - Equal opportunity for all in matter of pub- employment to develop.

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→ Beside that • Abolition of Untouchability (Article 17)
• Abolition of Titels (Article 18)

→ "Fraternity" means a sence of Brotherhood.
→ Also, The Constitution of India promotes this feelings of fraternity by the system of single citizenship.
→ Also the fundamental duties (Article 51(A)) says that, it shall be deuty of every citizen of India to promote harmony & the spirit of common Brotherhood amongst all the people of India transcending religious, linguistic, regional or sectional diversities.
→ The preamble assure the fraternity must have two things

- Dignity of an Individual
- Unity & Integrity of the Nation.

(This Provides the sence of feelings of Indianess)

Justice : Social, Economic & Political Justice

→ Social, Economic and Political aspects is are saved through different provisions of the constitution like fundamental Rights and Directive Principles of State Policy.
→ India seens to secure social, economic and political justice for its people.

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UNIT-2 Education As Fundamental Right :-

Human Rights ?

*Human rights recognise the inherent value of each person, regardless of background, where they live, look like, work or what they believe.

*Human rights are sometimes referenced to as fundamental rights, basic rights, inherent rights, natural rights and birth right.

Nature Of Human Rights

1. Human Rights are Inalienable - ମାନବର ଅଧିକାରଗୁଡିକ ଅବିଚ୍ଛିନ୍ନ
2. Human Rights are Essential & Necessary - ଅତ୍ୟାବଶ୍ୟକ
3. Human Rights are in connection with human dignity
4. Human Rights are irrevocable (ଚିରନ୍ତନ).
5. Human Rights are necessary for the fellfilment of purpose of life.
6. Human Rights are Universal.
7. Human Rights are never absolute.
8. Human Rights are Dynamics.

Human Rights - Classification

- Civil
- Political
- Social & Cultural
- Development Oriented
- Economic Right.

→ Civil Right is the legal right of freedom and equal treatment in society, what ever his/her sex, race or religion.

→ Political rights give to the citizens the right to equality before law and the right to participate in the political process.

ARBITARY OFFICIAL

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→ They include such rights as the right to vote and elect representatives, the right to contest elections, the right to form political parties or join in any.

→ Social and cultural Human rights include the rights to adequate food, to adequate housing, to education, to health, to social security, to take part in cultural life, to water and sanitation and to work.

→ The right to development is regarded as an inalienable human right which all peoples are entitled to participate in contribute to, and enjoy economic, social, cultural & political development.

→ The economic Rights - These are those rights that guarantee peoples economic security.

Rights of Children : International Convention And Indian Constitution

The United Nations Convention on the Rights of the Child (UNCRC) defines Child Rights as the minimum entitlements and freedoms that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, opinions, origin, birth status, disability or wealth.

The UNCRC outlines the fundamental human rights that should be affordable to children in 4 broad classifications that suitably cover all civil, political, social, economic and cultural rights of every child.

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① Right to Survival - Birth → get food, cloth, shelter, saftly
② Right to Protection → from violence, legligence, abuse, drugs
③ Right to Participation → Freedom of expression, opinion etc.
④ Right to Development → Edn - learn - relax - Play - Develop

Impact of the convention of the Child Right

→ The United Nations convention on the Rights of the child is an important agreement by countries who have promised to protect children's rights.

→ The convention (আলো / প্রভাব) explains who children are, all their rights, and the responsibility of the governments.

→ It was not an overnight initiative that resulted in the adoption of the child rights.

→ Over 20 yrs or so years, implementation of the convention and its effect on child well-being varied from country to country of the world.

Rights of children in Indian Constitution (Important)

→ Right to free and compulsory elementary education for all children in the 6-14 age group - Article 21A

→ Right to be protected from any hazardous employment till the age of 14 yrs - Article 24

→ Right to be protected from being abused and forced by economic necessity to enter occupations unsuited - Article 39(e

→ Right to early childhood care and education to all children until they complete the age of six years Article-45

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Education As Fundamental Rights of Children - 2009

→ The Father of modern education - John Amos Comenius proposed - all persons should be educated, so we could have peace in the world".

→ The addition of the Right to Education (RTE) in the Universal Declaration of Human rights in 1948 was the beginning of a remarkable expansion of educational opportunities around the world.

→ The parliament of India enacted the Right of Children to free and compulsory Education Act or Right to Education Act (RTE) on August 2009. (Article 21 A)

→ This got enforced on April 1st 2010.

- State shall have responsibility of enrolling and ensuring attendance and completion of 8 yrs of schooling.
- Document is not mandatory at the time of admission.
- Children with disabilities will be educated in normal Scho
- All private schools shall be requried to enroll children from weaker section of the society.
- All private schools will have to prescribe to norms & standrand.
- Trained teachers must have appointed.
- NCPCR has been mandated to monitor the implementation of this historic right.

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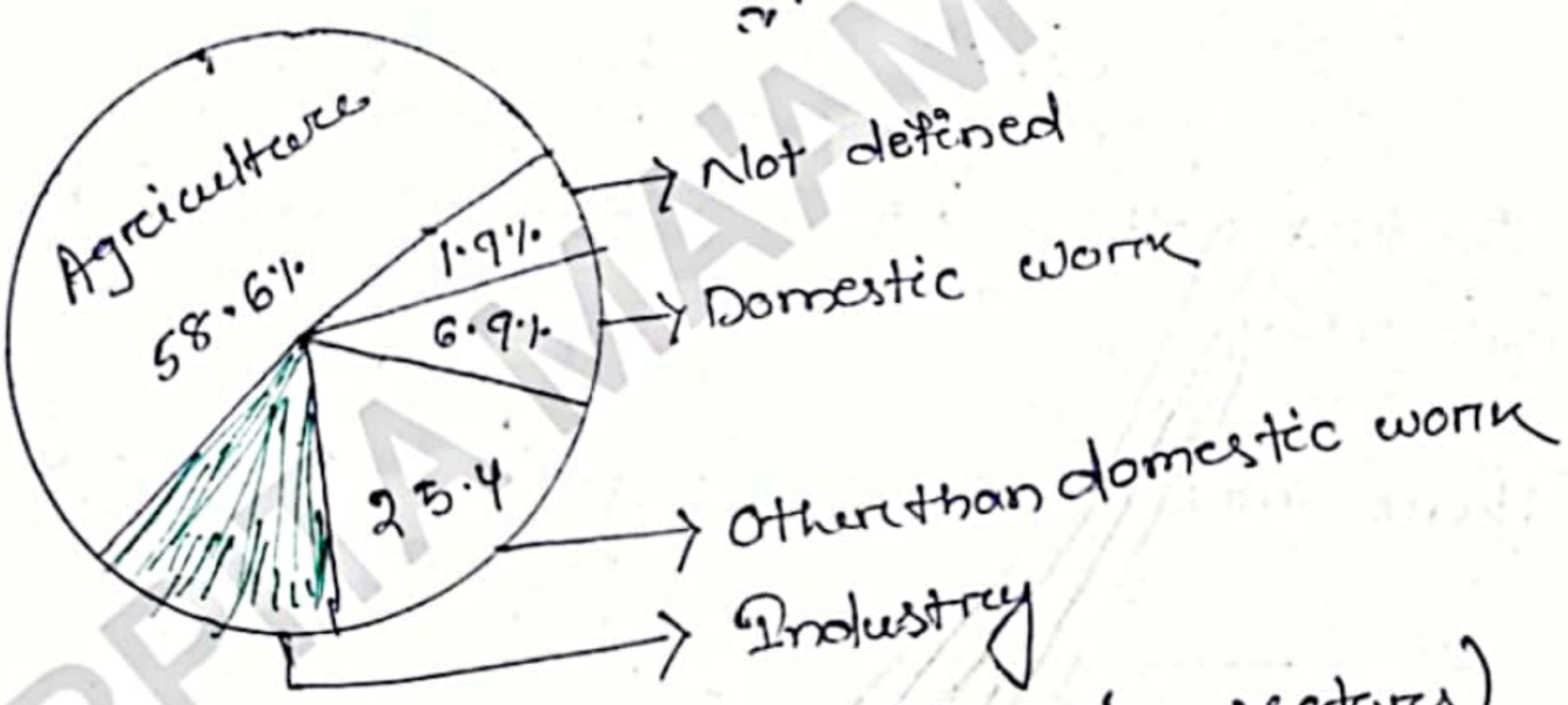
Issues in implementing RTE-2009

CHILD LABOUR

The term "Child Labour" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

→ Child labour typically means the employment of children in any manual work with or without payment.

→ It happens to be a global problem.



(Child labour percentage in different sectors)

Causes of Child labour

① Over population – proverty

② Illiteracy

③ Debt Trap

④ over burdened

⑤ Unawareness

Ways to Eliminate Child labour

① Elimination of poverty

② Abolition of Child trafficking

③ Free and compulsory Education

④ Providing Basic stands of living.

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Child Labour (Prohibition and Regulation) Act 1986

→ Article 24 :- No child will work in factories or mines below the age of 14.

→ Article 21 A :- Right to Education (6-14 yr)

→ Article 24 :- Prohibition of employment of children in factories

→ Article 39(e) :- The state shall, in particular, direct its policy towards securing that the health and strength of workers and tender age children must not be abused or forced.

STREET CHILDREN :

Children without a stable home or shelter are called as street children.

There are 3 major categories of Street children

1	2	3
Children who live on the street with their families & often work on the street. There may be children from migrated families and are likely to go back to their homes.	Children found alone or with group of friends Came to city for works and low contact with families.	Children who have no contact wit their families such as orphans, refugees, and runaways.

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According to UNICEF. street children fall under two categories

Children Of the Street

→ are homeless, who live and sleep on the street in urban areas.

→ These children lack emotional and psychological support of a family

→ Some childrens became easy victims of abuse, engaged in petty theft, prostitution and criminal action for survival.

→ Age wise 40% of the street children are between 11-15 yrs while another 33% are between 6-10 yrs.

→ A majority (89.8%) of children live on street with their parents / families.

→ Majority is boys.

→ Almost 50% of steet children are self-employed. as

→ There work hours range between 10 to 13 hrs a day.

→ 1/3 rd of them face harrasment by municipal authorities and police.

→ They have access to drug, gambling, drinking etc.

→ The Indian embassy estimated 314,700 street children in cities like Kolkata, Chennai, Mumbai, Kanpur, Bengaluru etc and around 100,000 in Delhi.

Children on the Street

→ Beggars

→ Street urchins.

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Their rights are Compromised

① Right to Food

② Right to Health

③ Right to Education

④ Right to non-discrimination.

ABANDONED CHILDREN

(পরিত্যক্ত)

Abandoned children are the most helpless and most frequent victims of violence, disease, malnutrition and death.

→ Shockingly, there are over 20 million homeless orphans are abandoned children in the world today - a majority of them are orphans.

→ This may also include extreme cases of emotional abandonment such as when a "work-a-holic" parent offers little or no physical contact or emotional support over a long periods of time.

→ Abandoned children grow up with low self-esteem, emotional dependancy, helplessness and other issues.

ORPHANS

- A child whose parents are dead or have abandoned them permanently are called as orphan.

→ However, the United Nations Children's Fund (UNICEF), Joint United Nations Programme on HIV and AIDS and other groups label any child that has lost one parent is as orphan.

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→ According to UNICEF, children worldwide lose their parents in conflict, or due to poverty, disability, HIV/AIDS.

→ Asia has the highest number of orphans due to all causes, with 87.6 million children.

→ UNICEF estimates that there are 25 million orphaned children in India in 2007.

→ There are only 5000 (0.04%) adoption every years.

What Happens to These Children?

① Sickness and death.

② Lack of affection, attraction and love

③ Physical and sexual abuse.

④ child labour engagement

⑤ Voluntary participation in violences and other conflict.

⑥ Absence of social & educational facilities.

⑦ The utter negligence of their civil rights.

Differently Abled Children (Attitude Towards The Girl child and Participation in schooling, punishment, abuse and violence in School.

→ The word "differently abled" was first proposed (in the 19
as an alternative to disabled, handicapped etc.

→ Differently abled is often described in terms of lack of norma
functioning of physical, mental or pychological processes.

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Differently abled persons are:-

per the provisions of the Persons with Disability (PWD) Act 95

It means :-

1. Blindness
2. Low Vision
3. Leprosy Cured (କୁଷ୍ଠ)
4. Hearing Impairment
5. Locomotor Disability
6. Mental Retardation
7. Mental Illness

NHO has said that " differently abled is a person who has impairment that produces functional limitations, restrictions in activities or has social handicap."

Causes of Disability

1. Genetic Problems
2. Disease (Polio-example)
3. Malnutrition
4. Wars
5. Sanitary neglect
6. Poverty

The situation of differently abled Children :-

→ 150 million children in the world live with disability

→ 80% of them living in developing country.

→ 2011 census shows that the population of disabled people has increased by 22.4% from 2.19 cr in 2001 to 2.68 cr.

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Consequences

① Social marginalization

② Violence

③ Discrimination due to disability

Rights

① The right to proper treatment

② Right to education

③ Right to leisure

④ Right to Participation.

Attitude Towards The Girl Child AND Her Participation in Schooling

→ India has 3.8 million girls still out the School.

→ One of the reasons for girl's poor participation is the lack of parental intrest support and involvement in their daughters academic work.

→ According to India's 2011 census 53% of households and 11% of schools had no toilets. No adequate bathroom facilities for girls.

→ The no of droupout of girls are more.

→ In the stereotypical society the role of the girls has assigned already i.e household work, get married early, have children & raise them.

→ If this is the job then education is not essential & it is not imparted.

① Corporal punishment

② Abuse and Violence in School

- Disciplinary action that is Physical in nature & delivered by the teachers or school admi
- Due to student's misbehaviour

- Insulting, threatening, ignoring, isolating, rejecting name calling, Humiliating, ridiculating, Aggression etc.

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UNIT-3 Contemporary Indian Schooling : Concerns and Issues

Equality of Educational Opperturnity

→ According to Dr. S. Radhakrishna equality in education means providing educational opperturnities to everyone to develop their innate potentialities to the maximum level.

→ According to Kothari Commission (1964-66)," One of the important Social objectives of education is to equalize opperturnity, enabling the Backword or underprivilleged class to use education as a means to improve their condition".

→ Hence, equality of educational opperturnities in terms of caste, tribe, disabilities, gender and minorities is the only way for building up of an egalitarian (समानता पर आधारित) and human society in which the exploitation of the weak will be minimized.

Meaning and Nature - Equality of Educational Opperturnity

The National Policy of Education (NPE) 1986 emphasized that equality of Equality of education means " to provide for equal opperturnity to all not only in access but also in the conditions for success."

* Ordinarily, equality of opperetunity means to give equal chance to every individual for the development of society capacity.

Constitutional Provisions for Equality of Education

① Article 26(1) :- Education is a fundamental Right.

② Article 21(A) :- Equal opperturnity to all primary education for all Children.

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Article-46 :- The state stall promote with special care the education and economic intrests of the SC and ST and the weaners sections of the society.

Forms Of Inequality : Religion, Regional, Caste and Other Marginalized Groups

Religion :-

→ Educational Inequality is the difference in the learning results or efficacy, experienced by students coming from different grap.

→ Educational efficacy (ଶିକ୍ଷାଗତ) is most often measured by grades, test scores, drop out riates, college entrance statistics and college completion rates.

→ Every child deserves an opperturnity of equality education.

→ Educational inequalities between upper and lower caste was high throughout the period 1983 - 2000.

→ Adivasi, dalit people facs so many discrimination.

→ Muslim students suffers from some problems. Many Muslims would like to see education take place in Urdu, their mothere tounge.

Regional :-

→ The state of Kerala stands out as the least unequal in terms of educational opperturnity.

→ In general southern states experienced lower inequality in educational opperturnity when compared to Northern States.

→ The incidence of rural poverty is high in the Eastern states of Bihar, Odisha and West Bengal.

→ Yet these stats shows significant progress.

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→ Rajastan and Gujurat in the west and U.P and Bihar in the central part shows a large falls in the ranking of inequality of opperctunities.

→ At a region Southern, Nbrath-estern and Estern regions experienced upward mobility in terms of decline in inequality of opperctunity.

→ The central part of India shows downward mobility.

Caste :-

→ Indian society is divided into thousands of subcastes, or jatis.

→ Caste as a system and concept is complex, and as the basis for deprivation and discrimination, is an unique feature of Indian society drawn from its religion.

→ Equal opperctunity is a political ideal that is opposed by caste system.

→ The social mobility occur in a caste society.

→ Social identity (caste) is fixed by birth, and it is most important cause of discrimination.

Genderc :-

Causes of gender discrimination in edcucation includes:

① Community Level Obstacles.

② School and Education System level Obstacles.

③ Girls face sets of barriers to equal educational opperctunit

Marginalized Groups

→ Marginalized groups include the poor, working children, victim of gender inequality, the disabled and persons speaking a minorit

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Language.

→ Marginalization is a process that denies opportunities and outcomes to those "Living on the Margins".

→ They are poor and lack basic necessities of life, including access to good healthcare

→ They are facing multiple layers of discrimination.

→ Indian Constitution recognizes socially marginalized communities based on caste i.e ST, SC, OBC, minority etc.

There are various categories of disabled children requiring special educational facilities. They are

① Blind
② Partially Sighted
③ Deaf
④ Partially Hearing
⑤ Educationally abnormal
⑥ Epileptic
⑦ Maladjustment
⑧ Physically Handicapped

Recommendations of the NPE (1986) on Equal Opportunity to Education of Disabled Children.

→ Wherever it is possible, the education of Children with motor handicaps and other mild. Handicaps will be common with that of others.

→ Adequate arrangements will be made to give vocational training to disabled.

→ Teachers training programmes will be re-oriented to deal with Handicapped children.

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→ Regular classroom facilities with changing the environment of the classroom to be suited their needs.

After the independence., the Government of India has undertaken a number of steps to strengthen the educational has of SCs and STs and other weaker sections of the society under the following educational schemes:-

→ Sarva Shiksha Abhiyan (SSA)

→ Kasturba Gandhi Balika Vidyalayas

→ Mid-Day meal Scheme

→ Kendriya Vidyalays (KVS)

→ National Institute of Open Schooling (NIOS)

→ Community Polytechnics

For Scheduled Castes and Scheduled tribes

→ With a view to provide safeguards against the exploitation of SC and ST and to promote and protect their social, educational, economic and cultural intrests, special provisions were made in the Constitution.

→ Reservation in education and employment.

The following are some important measures which should be taken by the schools to facilitate the SC/ST education.

→ Norms for opening primary school has been relaxed.

→ Abolition of tuition fees, arrangement for hostel facilities, free text books, uniforms, school bags etc should be provided to the SC/ST students.

→ Emphasis on special coaching for SC/ST students should be provided as well as scholarships at the secondary stage for talented

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The Role of the Teacher

→ As a rule, the school staff should seek, provide and ensure non-discrimination between the children of SCs/STs and other communities.

→ Use of caste names/derogatory words when taking attendance of students should be avoided.

→ Teachers should lead all the children equally to participate in the Curricular and co-curricular activities of the school.

→ Frequent meetings between the staff and parents of SCs/STs should be arranged.

→ Teachers have a special responsibility to educate first generation learners of SCs/STs.

Inequality In Schooling :-

By educational inequalities we mean a system under which all the sections of society are not given equal opportunity to get education.

1) Public - Private Schools :-

A private school is autonomous and generates its own funding through various sources like student tuition, private grants etc.

A public school is govt funded and all students attend free of cost.

- India has more than 3,39,000 private schools, growing in the last 5 yrs and many schools across India have tied-up with International Boards.

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→ The private education sector in the top 20 ranks accounts for nearly 55% share of enrolment at secondary & higher educati

Public School :-

- Public Schools have a larger student to teacher ratio & have larger class sizes. This is because of budget cut or inadequate funding.
- Teachers to be certified in the state they teach. Certification requirements vary and are determined by each state.
- Public schools are required to determine administer standardized tests to their students which are chosen by the state. The test scores are requeired to be published by the school.

Private School :-

- Private schools usually have small class size and could have as many as 10 - 15 students in an element classroom.
- Teachers are open to certificate from a different state. (Few need certification few don't)
- Private schools are subjective are free to choose their own form of assessment and tests They are not required to publish results of their tests.

Inequality In Schooling : Rural - Urban Schools

→ Majority of parents in rural areas are less educated than parents in urban areas. Their parents can not provide them enough educational resources at home.

→ Most of the student of rural areas come from poor family.

→ Schools education in urban schools is far advanced as compared to the basic level taught in rural schools.

→ Computer aided teaching is another advantage of urban areas.

→ Rural schools lack sports, co-curricular activities and competi

Mass - Elite Schools

→ Individuals who are from wealthy section of the society always have the privilege to reach out for better schools and institutions. Political & economic system favours them. (2014)

→ While those from the deprived section are prone to lower quality, in the process, the system contributes to a deepening chasm. (2012)

→ The gradual change in the economy of the country has influenced education in diverse way.

→ Govt. has taken extensive initiatives to develop the system to be holistic and equally delivering.

Single Teacher Schools

→ Children in rural areas tend to stay away from education due to lack of infrastructure and no acess to education.

→ Single teacher school mean an elementary school having only one teacher.

→ The teacher do everything in that school.

Critical Understanding of Paradox of Equal Opportunity and in-equal schooling: Positive Discrimination; concept and Issues and policy Interventions.

The debate over positive discrimination in India is increasingly finding expression in violence. To make equality a living reality for large mases of people, those who are unequal can not be treated by identical standards.

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→ The act of giving advantage to those groups in society that are often treated unfairly because of their race, sex, etc. is termed as positive discrimination.

→ The constitution of India made certain provisions for the welfare of deprived social section is known as affirmative action, reservation policy and positive discrimination.

→ Positive discrimination was instituted in India in the mid-20th century.

→ Positive discrimination serves the SCs, STs, OBCs & minorities.

Some of the Constitutional Provisions which aimed at Positive discrimination are :-

- Article 17 :- Abolition of "Untouchability" and making its practice in any form punishable offence.
- Article 46 :- Promotion of educational and economic interests.
- Article 16 & 335 :- Preferential treatment in matters of employment in public services.
- Article 330 & 332 :- Reservation of seats in the Lok Sabha and State Assemblies.
- Article 16(1) :- Provides for equality for equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

Schooling : Quality Concerns and Issues

1. Universal access
2. Universal Enrollment
3. Universal retention
4. Universal Success

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① Universal Access

→ Universal access to education is the ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities.

→ Universal access to equality is not a privilege – it is a basic human right.

→ Universal access to education encourages a variety of pedagogical approaches to accomplish the dissemination of knowledge across the diversity of social, cultural, economic, national and biological backgrounds.

→ Universal access is to be envisaged in physical, social, cultural and economic terms - all interwoven in a common concept.

② Universal Enrolment

→ Universalization of enrolment which means all children between the age group 6-14 be enrolled by the primary school.

→ Between 2010-13 the number of out-of-school children in primary school-age increased by 42% to 59.3 million.

→ There are 36% of all out-of-school children who live in countries that have been affected by conflict.

→ Today (since 2001) - SSA - brought nearly 20 million children into school.

③ Universal Retention :-

→ Universal retention means: after joining school, the child should remain there till he completes his primary course.

→ This increased after SSA.

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④ Universal Success :-

→ UNICEF supports the Education for All (EFA) and the sustainable Development Goal 4 to ensure that every girl and boy has access to inclusive, equitable and quality education by 2030.

→ UNICEF mandate to serve the most marginalized population also focuses special attention on girls.

→ UNICEF also leads on the United Nations Girel's education a partnership organizations committed to narrowing the gender gap in primary & secondary education.

→ Across the globe, UNICEF is committed to nothing less than full complete access to free, quality education for every girl and boy.

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UNIT - 4 - Understanding Exclusion in Schooling

Meaning of Exclusion :-

→ The word exclusion is derived from latin word " excludere" which means to 'find out'.

→ Exclusion is simple a process where individuals are systematically blocked from various rights and opportunities.

→ Exclusion means keeping individuals or groups away form all educational activities on the basis of political, social, Nationality, caste, Gender aspects.

→ In the society even now some sections of people are being kept away from education.

Nature of Exclusion :-

→ All pupil in a school benifited when the behaviour is good. High standard of behaviour

→ Exclusion from school is widely used as a disciplinary response to misbehaviour by students in the school system and the rate of exclusion is high in secondary classes than the primary.

→ The govt. advises schools to focus on promoting +ve behaviour, helping to build self - discipline and encouraging respect for others.

Forms of Exclusion

Physical Exclusion

Some type of students are not allowed to be educated in normal school,

Ex:- Blind / Deaf children.

Psychological Exclusion.

A class room consists of heterogeneous group of people. All may not have the equal talent or potential Basing on the talent / IQ level students are classified.

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There are 3 types of classification on the basis of psychology

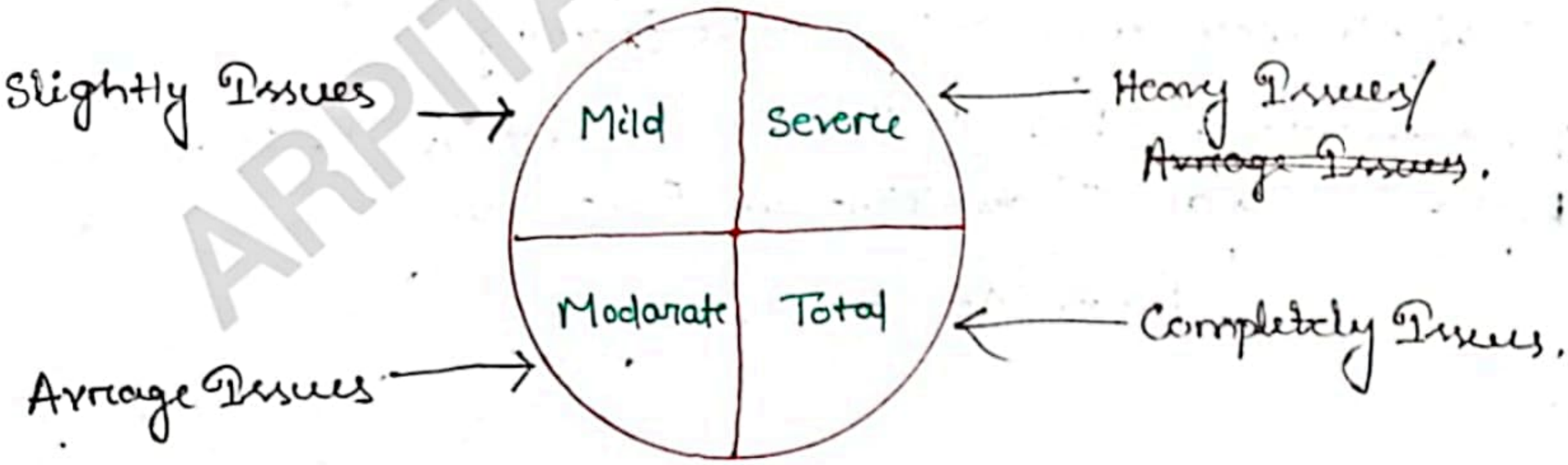
↓ Below Average | ↓ Average | ↓ Above Average.

Types of differently able Children

In 1995 Act recognised the following classification of differently able children.

① Visually impaired / handicaped. (Blind)
② Hearing " (Deaf)
(III) Speech & Hearing " (Dumb)
(IV) Locomotor " (Physically Handicapped)
(V) Mental disorders.

This may furthere divided in 4 categories based on the severity of the impairment.



Types of Learning Disorders

① Learning disabilities in reading (Dyslexia)

→ There are two types of learning disability in reading.

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→ Basic reading problem occurs when there are difficulty in understanding the relationship between sounds, letters & words.

→ Another reading comprehension problems occurs when there is an inability to grasp the meaning of words, phrases and paragraphs.

The diagnosis and testing process for learning disabilities.

Types of specialists who may be able to test for and diagnose learning disabilities includes:

1. Clinical Psychologists
2. School Psychologists
3. Child "
4. Developmental "
5. Educational "
6. Neuro "
7. Psycho metrist
8. Occupational Therapist
9. Speech & language Therapist

Measure to Address the Issues of Learning of differently abled children and professional preparedness of institution

'Dis' means 'not'

Disable - not able

The substitute of disable is differently able.

Barriers for children with disability:-

→ Children living in rural or urban areas with disabilities are deprived from education,

→ They are not accepted in local community schools.

→ Unavailability of trained teachers.

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Measure To ADDRESS The Issue of Learning of Differently Abled Children.

A. Recommendations for Action By Stakeholders Providing Edn

→ Govt. should provide education for all categories of children with disabilities who should be able to attend any regular school and be accepted in the regular school, no matter what disability they have.

→ Resources to support the level and degree of need of children with disability are necessary. and include appropriately trained teachers, support teachers, assitive materials and devices.

→ Policy & resources must promote education.

→ The option of home schooling could be used for children with more severe disabilities.

B. Schools, Parents and community :-

→ Schools should work with parents of children with disabilities.

→ School administrators must welcome parents, volunteers and community members as active helpers in the classroom.

C. Moving towards Inclusive Education for Children with disability

→ The disabled student must not be deprived from learning in a common community school.

→ Policy for education of children with disabilities should be part of mainstream educational policy.

D. Enacting Legislation

→ Legislation is an important step in the process of turning educational policy into mandated provisions which must carried out within the school system.

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→ The shift from person with disabilities being viewed as "object of charity" to becoming "the subject of rights" is clearly seen in international law and is beginning to be reflected in national laws.

→ Disabilities should be protected through generation, as well as specially designed, laws, policies and protected. This is the right of a disable person.

socio-cultural and Economic Exclusion: Understanding diff. forms of Socio-cultural and Economic exclusion in Schooling Caste, Class, Gender, Minority; & other marginalized sections of The Society.

The NCF 2005, aimed at guiding the development of SCF, syllabi and textbooks lays, emphasis on promoting citizenship, social inclusion and empathy, and contributing to economic and social changes.

School Education

→ For children who spend a greater part of the day in school, experience discrimination, neglect, active biases and prejudices and ill-treatment from teachers & peers often result in a decision to drop out or frequently absent themselves from school.

→ This causes lower confidence & self esteem to move ahead in life.

→ They does not get much occupational opportunities & live on the margins of society.

→ Ill treatment, discrimination discourages active participation and critical thinking of the child.

→ Most parents (if not all) project their aspirations(महत्वाकांक्षा) on to their children.

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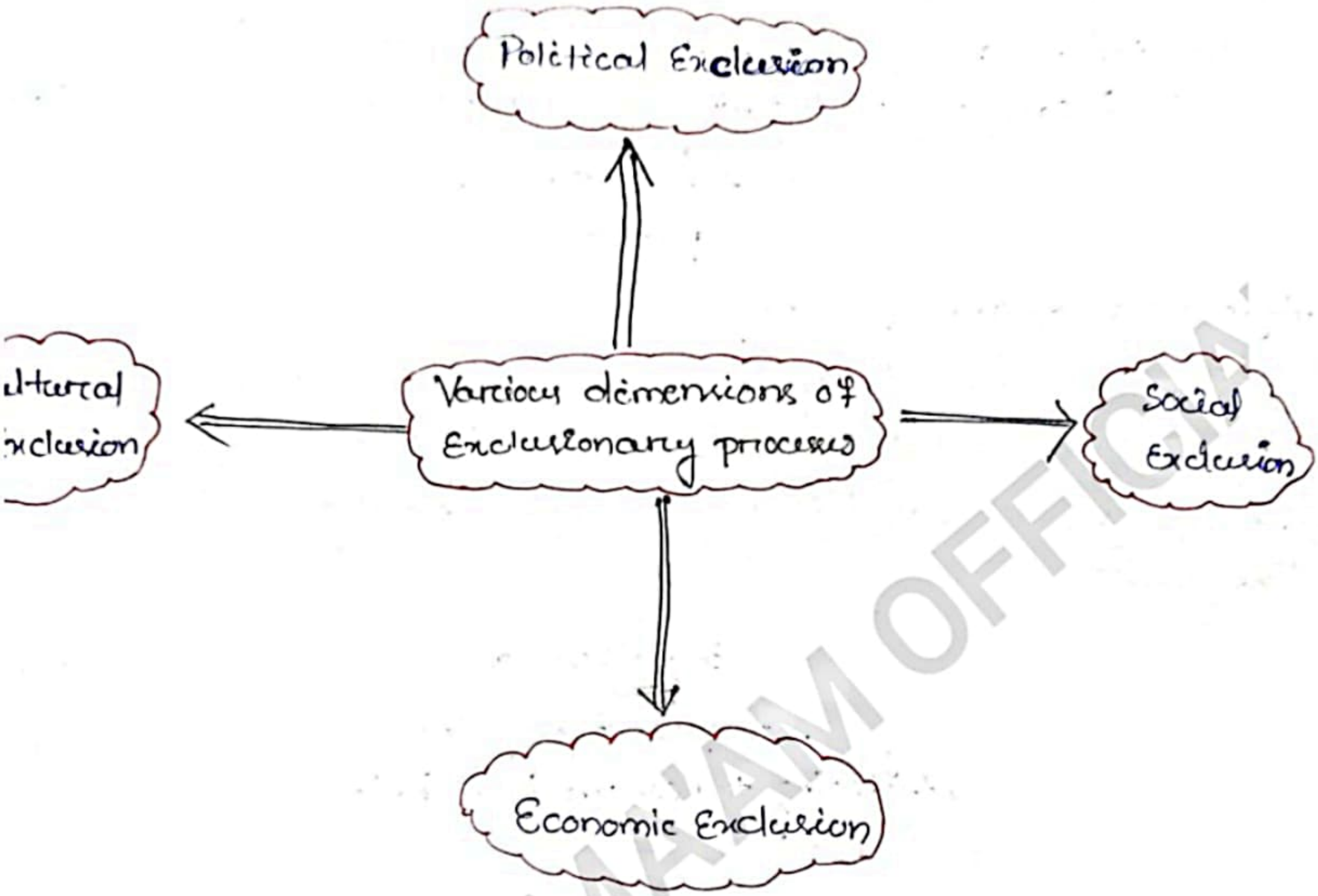

Caste Based Exclusion :-

Socially :- Untouchability – School, temple, society, market.

In economic sphere :- Dalit / other backward castes restricted for many occupational job.

Education :- Lower caste children faces discrimination inside & out side of the school, which is bad.

Health facilities :- Health workers denies to visit dalit home.

Class as A factor in Exclusion :-

- Higher Class
- Middle class
- Working class
- Poor / lower class

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Gender as a factor in Exclusion

→ Gender discrimination is a very common problem in most developing countries.

→ This based on the biological sexes. This affects both the male and female but female affects more.

→ Females are affected by gender discrimination on the society.

→ They are not provided with luxuery of enjoying the same opportunity as a male in the social, cultural, political or economic sense.

→ In the field of education there are multiple barriers that stand in the way of a girl's right to education.

→ Poverety is another thing which boosts the descrimination as the poor family does not allow their girl child to be educated.

→ Girls are trained to take the responsibility of household since they are young.

Marginalized Groups as a Factor in Exclusion

→ They are disadvantaged people struggle to gain acces to resource and full participation in social life.

→ Marginalized people might be socially, economically, politically & legally ignored / excluded / neglected.

→ They face segregation, discrimination and deprivation.

→ Discrimination remains a major factor affecting access to education for children from marginalized communities, including Dalits, tribals, minorities.

→ Discrimination takes various forms, including teachers asking Dalit Children to sit separately, call them with disrespected manner etc.

→ Poor monitoring also results low retention of marginalized group children in school.

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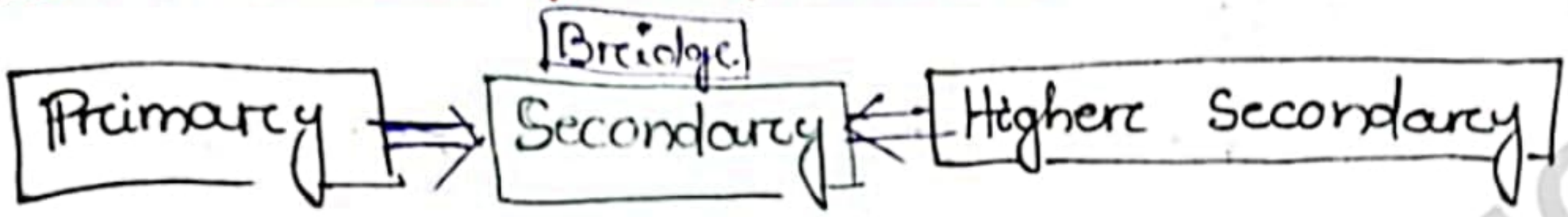
UNIT-5

Secondary Education: Concerns & Issues

Secondary School stage: Its linkages with primary & Higher secondary stages of Education.



→ In 1952, the Government of India appointed the Secondary Ed^n Commission (1952-53) to reform the secondary education.

→ The commission suggested 3 major reforms in secondary ed^n.

① Re-organisation of the educational pattern.

② Diversification of secondary curriculum.

③ Reform in the examination system.

→ The Govt Of India appointed Kothari Commission in (1964-66) and the recommendations are-

① Establishment of a link between education and productivity through work experience.

② Vocationalisation of education

③ Improvement of scientific and technological education.

④ Establishment of common school to meet the needs of avrages parents etc.

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The Govt of India's Intervention in secondary education is at two Levels.

① Apex National Bodies :-

→ NCERT → NVs
→ CBSE → KVs
→ NIOS → Central Tibetian School Administration.

② Sponsered Schemes :-

→ Scheme of Boarding & hostel facilities for girl students of secondary & higher secondary schools.
→ Integrated Education for disabled children.
→ ICT in schools
→ Quality improvement in schools.

Aims of Secondary School Stages of Education.

- 2-3 yrs Academic study
- 8th - 10th Classes
- Students age beth 14-16
- School education (Secondary school)
  - Affiliated to National Boar
    - CBSE
    - ISC
    - NIOS
    - State Boards.

→ Tarachand Committee in 1948 suggested the multi purpose type of secondary schools without discouraging the uni-purpose School.

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→ The Radhakrishnan Commission (1948-49) ~~reform~~ remarked that "Our secondary education remains the weakest link in our educational machinery & needs urget reform."

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Aims of secondary education according to secondary education commission (1952-53):

1. To bring all round development among the learner.
2. To train the young mass of the country to be good citizens who will be competent to play their part effectively in the social and economic development of the country.
3. To promote social virtues, intellectual development and practical skills of students.
4. To Train character of students to enable them to participate creatively as citizens in the emerging social order.
5. To improve practical and vocational efficiency of the students.
6. To develop a scientific attitude of mind to think objectively.
7. To inculcate the qualities necessary for living harmoniously and efficiently with one's fellowmen.
8. To develop artistic and cultural interests which are essential for self-expression and development of all round personality of pupils.

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7. To inculcate the qualities necessary for living harmoniously and efficiently with one's fellowmen.
8. To develop artistic and cultural interests which are essential for self-expression and development of all round personality of pupils.

Objectives of secondary education according to Indian Education Commission (1964-66):

1. The main objective is "national reconstruction by raising the standard of living of our people."
2. The education is to meet the needs of a modernizing democratic and socialistic society.
3. It would promote productivity.
4. It would strengthen social and national integration.
5. It would consolidate democracy to adopt as a way of life.
6. It would accelerate the pace of modernization.
7. It would enable students to participate in productive work in school, home, workshop, form and factory etc.
8. It would develop social, moral and spiritual values among the students.

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Universalization of Secondary Education :-

→ Universalization implies creating universal access and opportunity for all children to receive secondary education.

→ With the universalization of elementary education through SSA there will be universal demand for secondary education.

→ The transition rate from 8th to the 9th grade in India is almost 85% and this is improving.

→ Every young persons in the age group of 14-18 yrs, from any weaker section or marginalised categories of the scheo society will get good quality of education.

→ The 10th 5yr plan (2002-07) suggested the central Govt. providing support to states in areas of access, equity, quality improvement, ICT, inclusive education & Vocational Education.

Quantitative Expansion of Secondary Schools :-

→ In ten years from 1992 - 2002 the total no. of schools grew by 33% from 47,870 to 63,633.

→ Previously the schools were present at maximum walking distance of 5kms (which was 73%.) & 8 km distance (62% schools.

→ Later by 2008 schools were made access by 3 kms.

→ The NPE (1992) specifically laid emphasis on increasing access to secondary education for girls, SCs, STs students

→ NCERT, CBSE and other apex bodies are working on it.
→ The scheme RMSA specifically aims to improve the access & retention of girl child in secondary & higher secondary classes
→ The Teacher-pupil ratio also taken into consideration by 2011/12.
→ Toilet, drinking water, Library, laboratory facilities made available to increase enrollment & retention.

Equity & Inclusion

All children and adolescents have the right to quality education in environments that promotes the development of their full potential.

→ The focus on equity & inclusion also envisages approaches that would help meet the learning needs of diverse groups of pupils and provide opportunities for all learners to become successful in their learning experience.

Ways to improve practices in and out the classroom to achive equity:-

→ Formative assessment - continous feedback.
→ Bringing home to the classroom & relation with parents.
→ Availability of resources & remedial classes to poor children.
→ Improving Teaching quality (Pedagogic knowledge)
→ Attractive Education system.

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Privatizations of Education :-

→ United Declaration of Human Right declared importance of education first in 1948,

→ Then in 1966 stating that 'Primary Education shall be free and compulsory and available to all".

→ The United Educational Scientific and Cultural Organisation (UNESCO) set a goal for their members to supply "Education for all" (EFA)

→ Privatizations of education in the 21st century became important keeping in mind the large population and their reach for education

Definition

Privatization is the change of hands of managements, commitments and assessments from govt. -state establishments to private organisations.

Objectives

① Providing Quality Education.

② Promotion of technological advancement.

③ Reducing gap between Industry & Education.

④ Achieving widespread private ownerships in the society & reduce the burden of government.

⑤ Providing education in remote area and small urban area.

⑥ Meet the education for International Standard.

Why Privatization is important

→ Due to privatization different morden technologies are introduced in the field of education.

→ By generating more resources from student fee will help to reduce fiscal burden on the Government.

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→ This increases the no. of degree holders.
→ Privatization can respond more promptly and efficiently than the public sector.

Disadvantages

1) High student fees.
2) Unemployment.
3) Poor in communication skills & practical knowledge.
4) Unhealthy competition among the institutions.
5) Decline of cultural value in Indian prespective.

Vocationalisation Of Education

→ Vocational education can ~~take place~~ be refferred to as carrier education or technical Education.
→ Vocational education is the education that prepares people to work in trade, a craft, as a techician or support roles in profession such as engineering, accountancy, nursing, medicine, architecture or law.

Importance

→ Vocational education has no age bar.
→ Vocational education is different from comentional education.
→ Vocational education is usually expensive.
→ Vocational education provides ciretificate of training.
→ Vocational training institutes provide the first hand experience of skill based jobs.
→ Vocational traing helps to reduce unemployment.

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Disadvantages

→ Add-on costs
→ Minimum academic work
→ Many of the jobs are lower paying position.
→ Lack of qualified trained teachers.
→ Limited flexibility

Reforms in Secondary School Stages Education :- Curriculum

RTE 2009 & quality aspects

1. Conformity with constitutional values
2. All-round development of the child
3. Building of the child's knowledge, potentiality and talent.
4. Development of physical and mental abilities to the fullest extent.

According to NCF 2005 → guiding principles include →

1. Connecting knowledge to life.
2. Creating muliple texts from given texts.
3. Teacher role from teaching to facilitator.
4. Sharing ideas & collaborative learning.
5. Scope must be given for divergent responses in place of as single answer.

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Multi Disciplinary Learning

→ Active participation of the child.

→ Learning must provide variety of challege & the interesting & enjoyble.

→ Learning takes place both inside & outside the classroom.

→ Development of L S R W Skill.

→ Flexible examination system.

SCF - Prespectives

→ From teacher centered to learner centerid classroom.

→ From Teaching to learning

→ Co-operative, collaborative & communicative classroom.

→ Use of ICT in class room.

→ Values to be integrated with class room activity

→ CCE becomes a part.

→ From Lecture method to activity method.

→ More focus on learning env.

→ Curriculum & textbooks reflecting our democratic & secular heritage.

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